



Year 9 Music

Task 2: Performance 1

Due Date: May 21, 2026

Task Distributed: May 1, 2026

Unit: Cover Project

Task Type: Performance

Task Weighting: 20%

Outcomes: MU5-PER-01, MU5-PER-02

Task Description

- You will be performing a song of your choice in front of the class using the performance skills you have learned this year so far.
- You will perform this piece in a group (max. 5 members).
- The maximum time limit for your song is 5 minutes.
- Consult with your teacher to see if your chosen song is suitable for the task, and also if it's achievable within the time frame.
- During our lessons, you will work individually or with your group on learning your chosen song.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Evaluate:** Make a judgement based on criteria; determine the value of
- **Perform:** Play a piece of music

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

- The performances will happen in class from May 21, 2026.
- We need to get through all groups on Thursday and Friday so please ensure you arrive at class on time.
- ALL students must be present to give feedback to other groups.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two school weeks of the due date.
- At this time feedback, including information on how to improve, will be provided verbally.
- Students can clarify or seek further feedback by speaking with their teacher.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete the self-reflection form at the time they receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks.

Students can access this self-reflection form using the link below: <https://forms.gle/gifJW2CaQy9nCZLP9>

How does this link to my learning?

- Understanding musical concepts by performing music of varying styles with skill
- Understanding musical concepts through using scores and interpreting notation
- Demonstrating an appreciation, tolerance and respect for music of varying styles and cultures

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Group Performance

Group Mark

	1	2	3	4	5
Technical Fluency and Control	Lacks technical control. Frequent errors and unclear tone significantly impact performance quality.	Limited technical fluency. Frequent errors or hesitation affect the clarity of the performance.	Demonstrates developing control and fluency. Inconsistencies or inaccuracies are present but the performance remains mostly secure.	Performs with good technical fluency and control. Minor lapses occur but do not affect overall performance quality.	Performs with strong technical fluency and confident control. Notes, fingerings, and articulations are accurate and consistent throughout.
Consistency of Pulse and Timing	Pulse is inconsistent or absent, with limited awareness of ensemble timing.	Pulse and timing are irregular, leading to moments of disconnection from the ensemble.	Demonstrates some sense of pulse but with noticeable timing lapses that affect ensemble unity.	Pulse is mostly steady with minor timing inconsistencies. Ensemble cohesion is generally maintained.	Maintains a secure and consistent pulse throughout the performance, responding well to ensemble timing.
Accuracy and Control of Dynamics (Volume)	No clear evidence of dynamic control or awareness.	Limited dynamic contrast. Dynamics are mostly unintentional or inconsistent.	Attempts dynamic variation but with limited control or stylistic accuracy.	Uses dynamics with some accuracy and control, though contrast and balance may be uneven.	Demonstrates accurate and controlled use of dynamics appropriate to the style and context.
Stylistic Expression and Engagement	Lacks stylistic awareness or expressive intent. No evident engagement.	Limited stylistic or expressive qualities. Minimal engagement with ensemble or audience.	Shows some stylistic awareness and expression but engagement is inconsistent.	Displays good expression and stylistic awareness. Ensemble and audience engagement are mostly effective.	Performs with stylistic accuracy, clear expression, and strong engagement with both ensemble and audience.

Individual Mark of Student in Group

1	2	3	4	5
Minimal participation or awareness of ensemble context.	Limited contribution due to technical or timing challenges.	Demonstrates developing ensemble awareness and technique with some inaccuracies.	Contributes effectively with minor errors or lapses in consistency.	Demonstrates strong technical ability, awareness of ensemble, and confident contribution throughout.

